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# An e-Intervention to boost trainee teachers' peer assessment and reflective practice

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# Why researching on Formative Assessment Strategies (...again???)



- - Initial Teacher Educator environment
- - Past and current practices
- - Researcher's interest
- - Gap of informed research in the sector
- - School's strategic plan for Education and ITE

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# Background of the study 1/3

- \* The University of Bolton' ITE programme for full-time students runs from September till May
- \* Leads to PGCE level 6; Cert Ed. For non graduates; or PGCE M level 7 (Master's Level)
- \* Qualifies graduates to teach in the **FE, HE and skills** sectors

# Background of the study 2/3

## \* **Trainee teachers:**

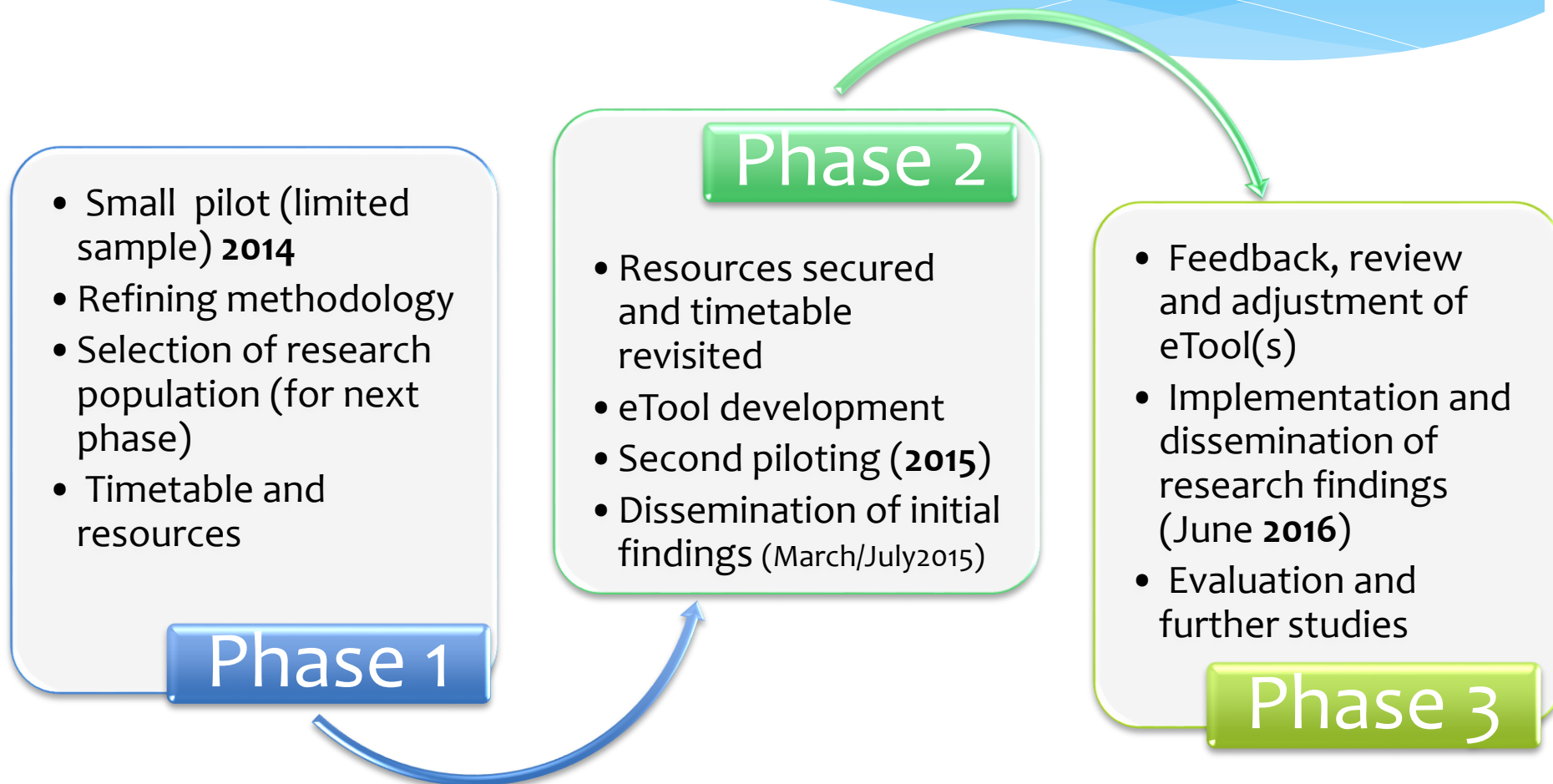
- 100 hours of teaching
- On placements
- Up to three days a week
- two days a week at study (modules at the university)



# Background of the study 3/3

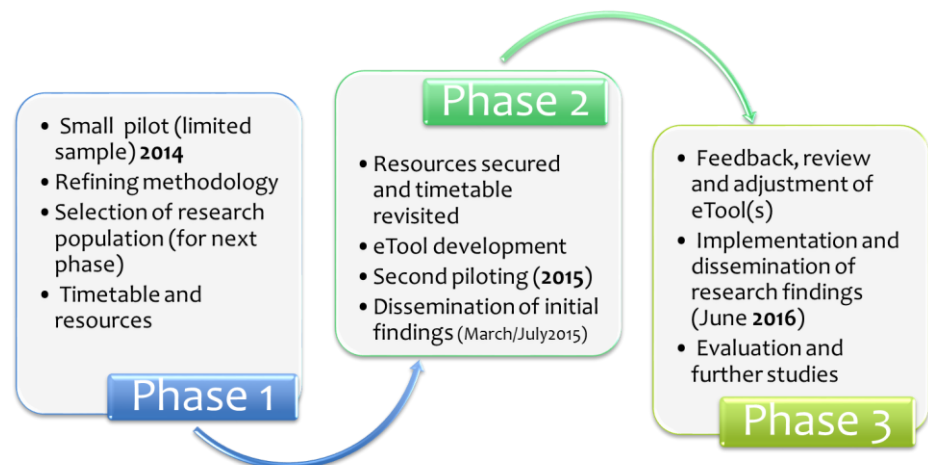
- \* **Placements:** at FE and skills sector that is varied (colleges, workplaces, private training providers, charities, prison service and so on)
- \* **Placement's students:** Age range between 14-65
- \* **Levels:** academic and vocational courses of various levels
- \* **Key areas the ITE programme:** peer assessment & action plans

# Methodology



# Phase 1

- \* Conducted from October 2013 to June 2014
- \* Small scale practitioner research with the group of 19 trainee teachers of limited teaching experience
- \* Questionnaire
- \* Observations
- \* Interviews





# Phase 1 Outcomes

- \* Overall positive impact of *peer assessment through peer feedback* on trainees' understanding
- \* Value of *giving and receiving* feedback was identified
- \* Some good *constructive advice* to further the trainees' professional development as teachers was highlighted
- \* Trainee's better understanding on *being assessed*, the *process of assessment* and how it can be utilised in their own teaching practice.



# Outcomes – peer assessment

## \* Main issues identified:

1. Seen as 'criticism' of , and 'competition' with one another
2. Concerns about emotional responses to their comments
3. Unclear about meaning of 'constructive' feedback
4. Criticisms of the procedures of implementing peer assessment in the classroom



# Recommendations

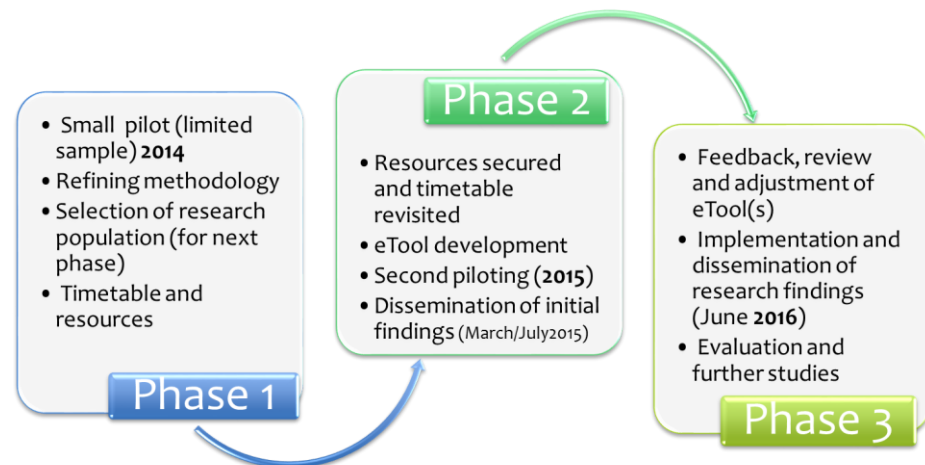
Steps suggested for a successful peer-assessment and constructive feedback (related to the *Micro-teach* session):

1. Clear guidance to teachers trainees on **essential teaching skills** required in Micro-teaching and quality evaluation tips.
2. Examples of peer feedback to facilitate understanding on what constitutes **constructive** feedback.
3. The trainees feedback provided as a **non-participating observers**.
4. Trainees to appreciate the observation feedback by peers as a **unique professional development opportunity**.



# Phase 2

- \* Development of an e-Tool – an inclusive and accessible portable technology (based on: DVD and/or web-based / cloud-based resource)
- \* The e-Tool(s) will be based on a selection of sample recordings of the full-time trainee teachers who delivered their micro-teaches on Phase 1.

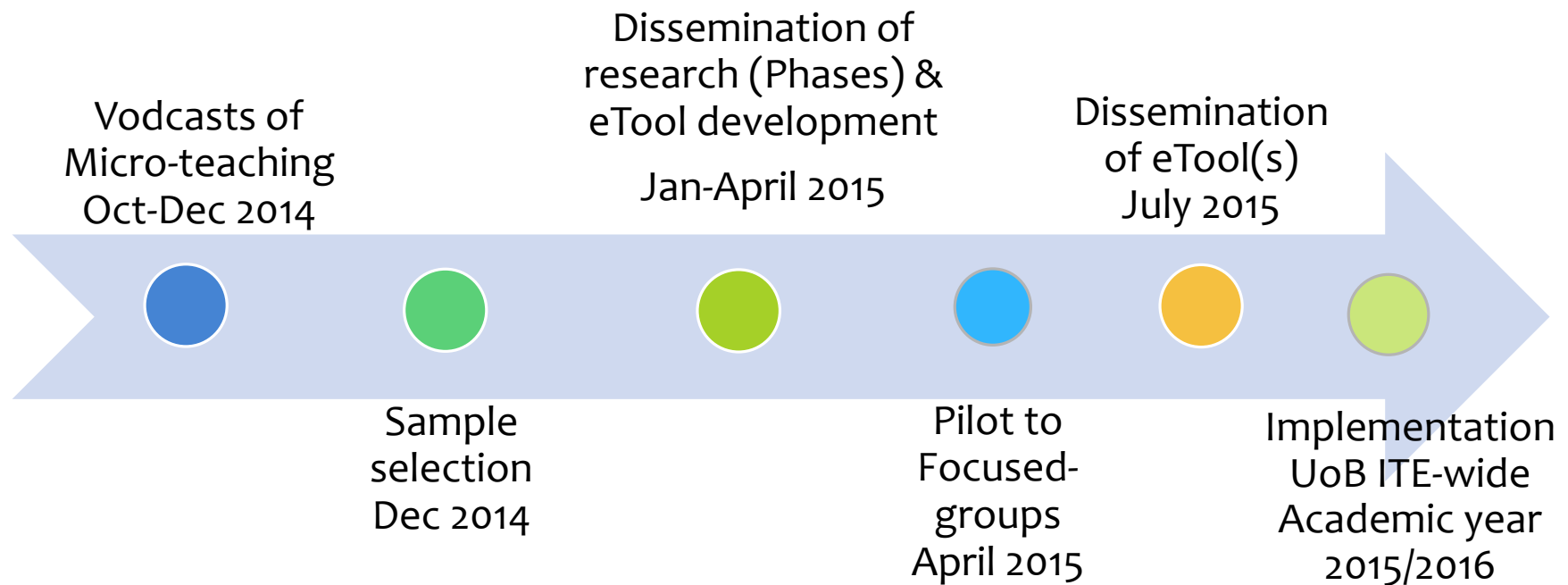


# Why a **specific** Technology-based resource?

- \* Lack of widely available, relevant and appropriate resources to address the trainees' 'apprenticeship of observation'
- \* Most available online materials are based on **secondary in-service** teacher observation
- \* Providing a resource that is based on authentic materials
- \* Micro-teach is a specific task familiar to novice
- \* Possibility of developing 'inclusive', multiplatform and multimedia rich activities based on in-house developed (at low cost) resources.



# The process... so far



# Example of storyboard for Vodcasts

- \* Introduction – 1 min – the purpose of video; acknowledgement
- \* Chapter 1 – Learning outcomes introduction; sharing with learners
- \* Chapter 2 – Elicitation of prior knowledge
- \* Chapter 3 – setting up the task – providing instructions
- \* Chapter 4 – demonstrating a new skill/ modelling
- \* Chapter 5 – introducing a new concept
- \* Chapter 6 – managing learning in groups
- \* Chapter 7 – assessment in class
- \* Reflection on micro-teach – interviews with 3 participants & 3 experienced teachers







For further questions or enquires about this project do not hesitate to contact us



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